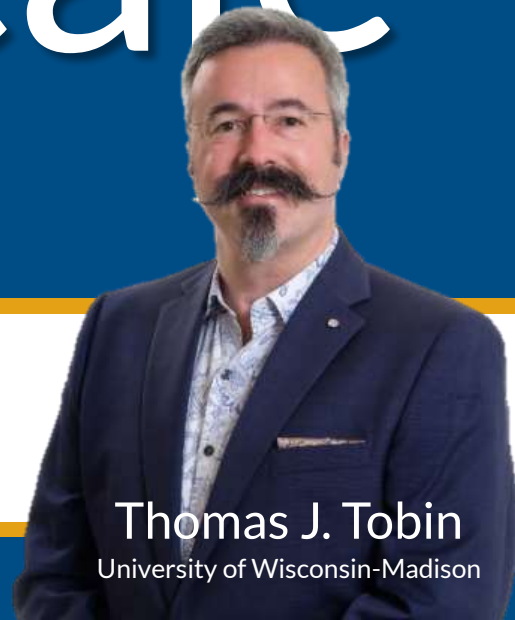


Secrets of

# UDL at Scale



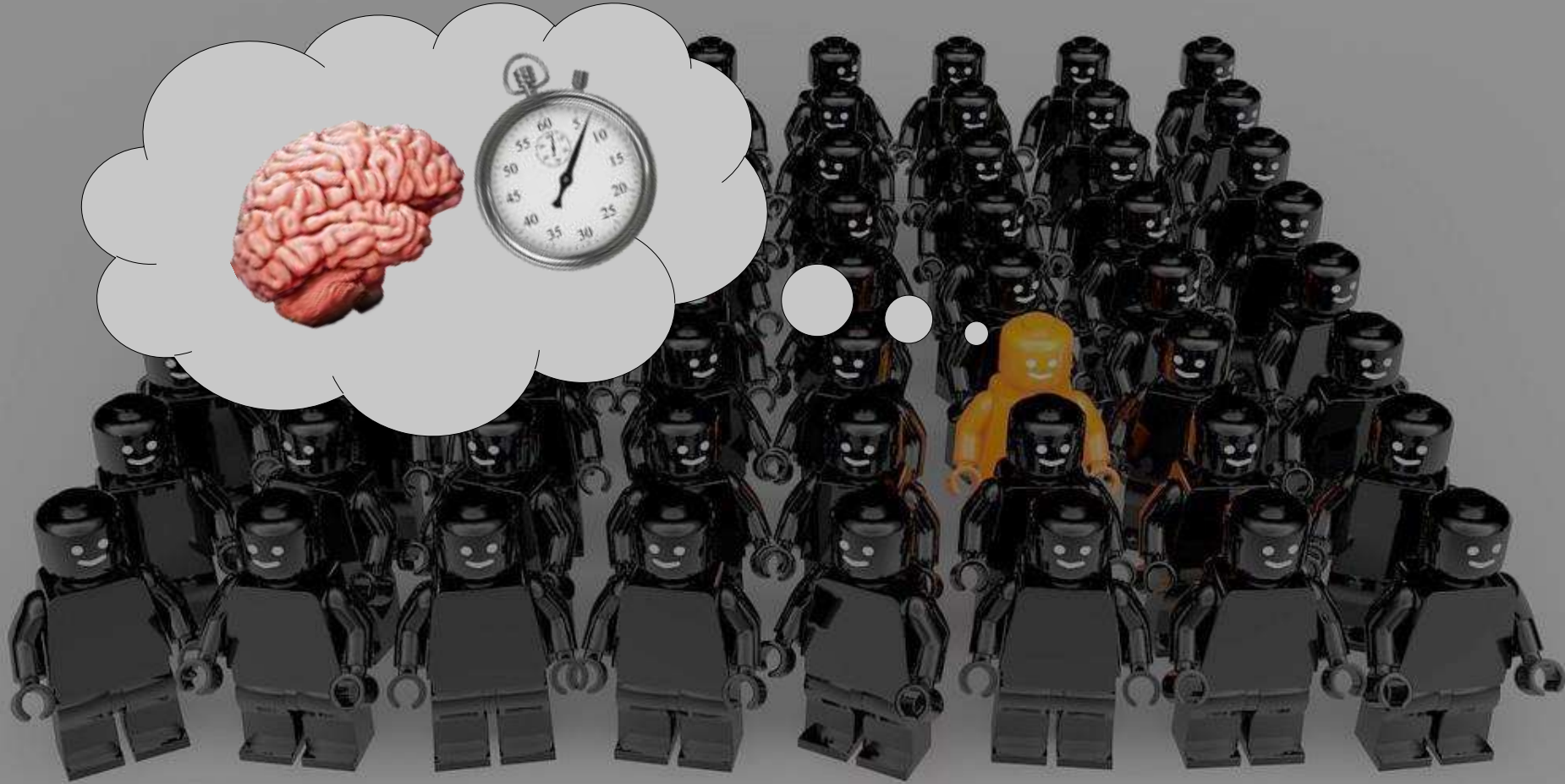
UDL Day  
October 18, 2023



Thomas J. Tobin  
University of Wisconsin-Madison



UDL



What's a Policy or  
Goal You Know ...  
But Ignore?

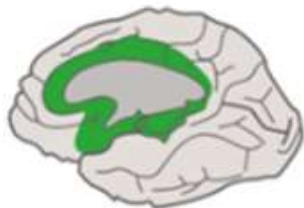




# Universal Design for Learning

## Affective networks:

THE **WHY** OF LEARNING



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.



Stimulate interest and motivation for learning

## Recognition networks:

THE **WHAT** OF LEARNING



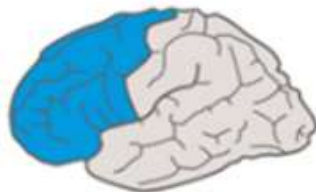
How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.



Present information and content in different ways

## Strategic networks:

THE **HOW** OF LEARNING



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.



Differentiate the ways that students can express what they know

# Universal Design for Learning

- Multiple means of learner engagement
- representing information
- action & expression

+1

Expert Learners

Purposeful & Motivated  
Resourceful & Knowledgeable  
Strategic & Goal-Directed







# Scaling Up

A large crowd of students sitting on bleachers, many using laptops, illustrating the concept of scaling up. The students are densely packed, and the scene is set in what appears to be a large outdoor arena or stadium. The overall atmosphere is one of a large-scale event or lecture.



1. Fewer, broader, more strategic goals

persistence

retention

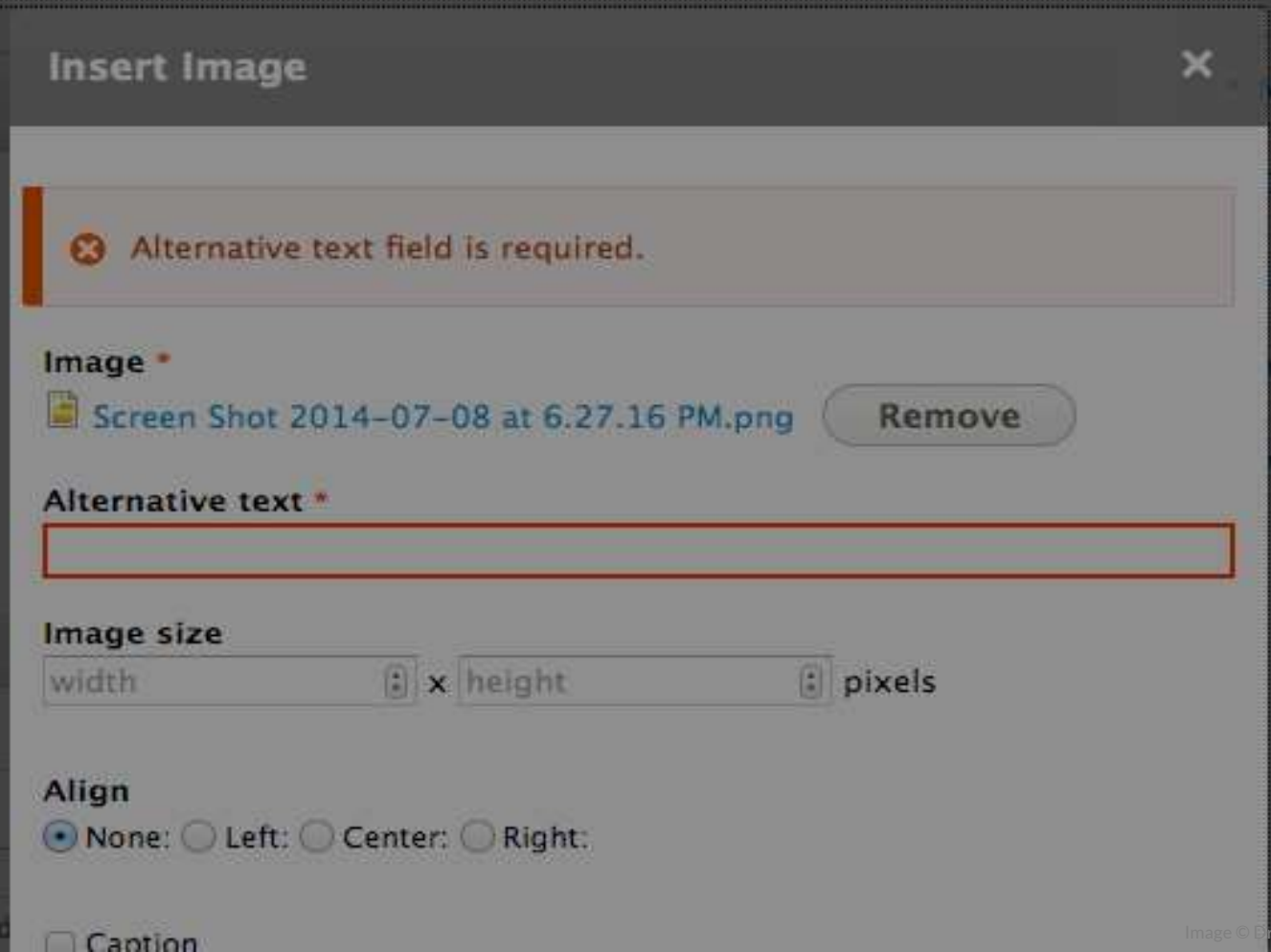
satisfaction




2. Individual applications give way to  
**systemic practices**

### 3. The power of defaults

# defaults





4. Moving  
**beyond**  
the classroom



5. academic  
freedom

versus

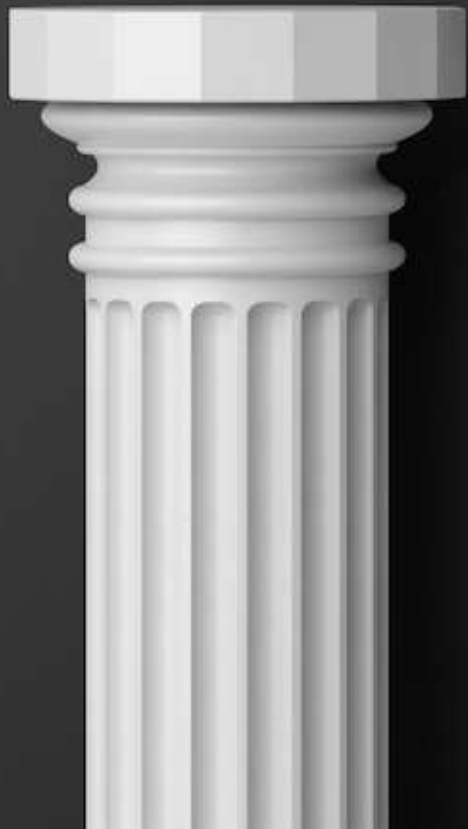
access &  
predictability







**Access**



**Inclusion**



**Predictability**



# Access

A blurred background image of a man in a wheelchair navigating a library aisle. The shelves are filled with books, and the man is looking towards the right. The overall tone is professional and focused on accessibility.

## Excellence in Teaching & Educational Achievement

- Provide **access to a world-class, affordable educational experience.**
- Expand access to a UW–Madison education, leveraging new modes of delivery to engage with students throughout their lives

## Excellence in Research & Scholarship

- Provide a modern research support structure that fosters innovation, promotes interdisciplinary collaboration, and drives discovery on future research challenges.

# Inclusion

## Living the Wisconsin Idea

- Share the benefits of a world-class teaching and research university throughout Wisconsin and beyond our borders.

## A Vibrant Campus Community

- Enhance the holistic development of students by combining learning in and out of the classroom that is steeped in the values of the university.
- Enhance diversity among our students, faculty, and staff .
- Build upon our strong commitment to diversity to create a welcoming, empowered, and inclusive community.

A woman with long dark hair is sitting on a grey couch, looking down at a laptop. A young child is sitting next to her, also looking at the laptop. The background is a blurred living room with wooden cabinets and a framed picture on the wall.

## Predictability

Excellence in Teaching & Educational Achievement

Strengthen educational outcomes, career development, and the college experience for all students.

A High-Performing Organization

Strengthen our financial performance, growing revenues, controlling costs, and delivering new and innovative ways to invest in our strategic priorities, while maintaining a commitment to the highest ethical standards.

5

*How To Do UDL at Scale*



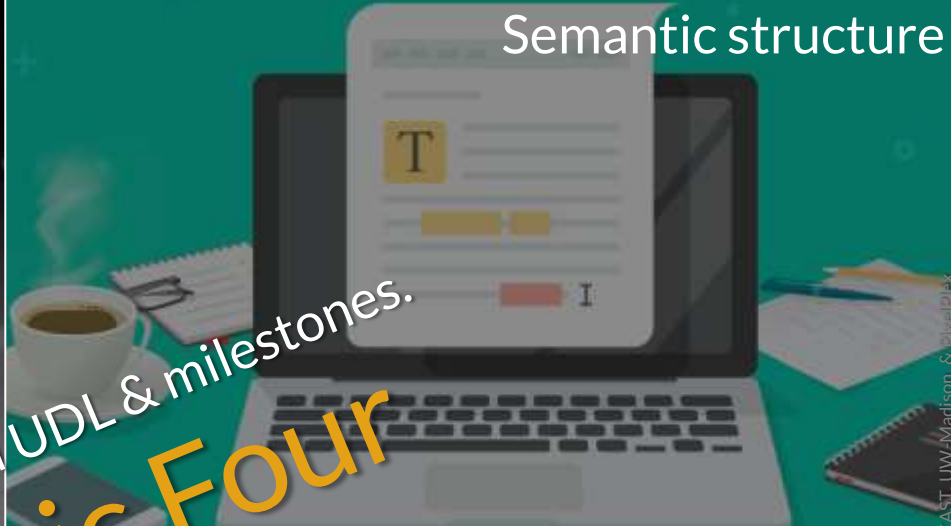
1: Adopt UDL principles and goals in the institution's  
**vision & strategic plan.**

Image alt text



GIF: In a mysterious smoke-filled space, actress Meryl Streep turns toward the camera to reveal she is wearing a large false mustache.

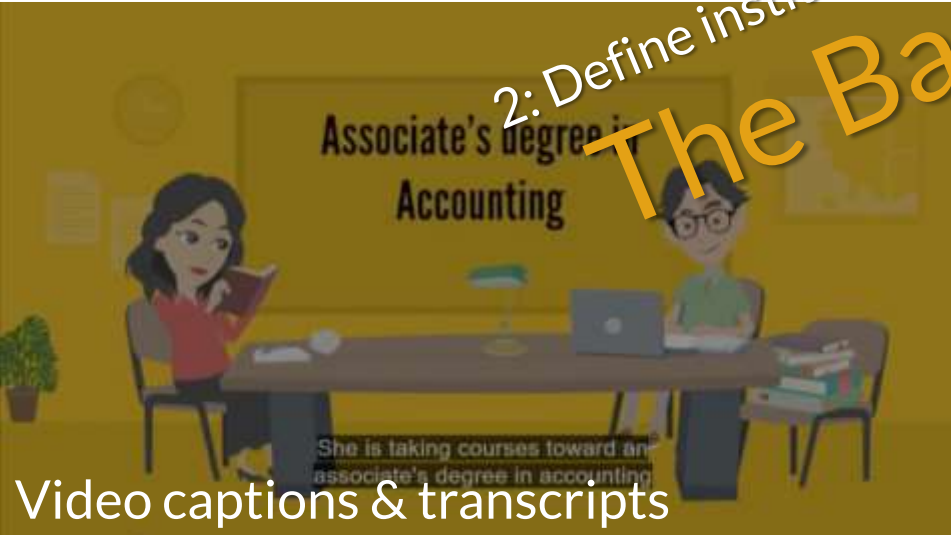
Semantic structure



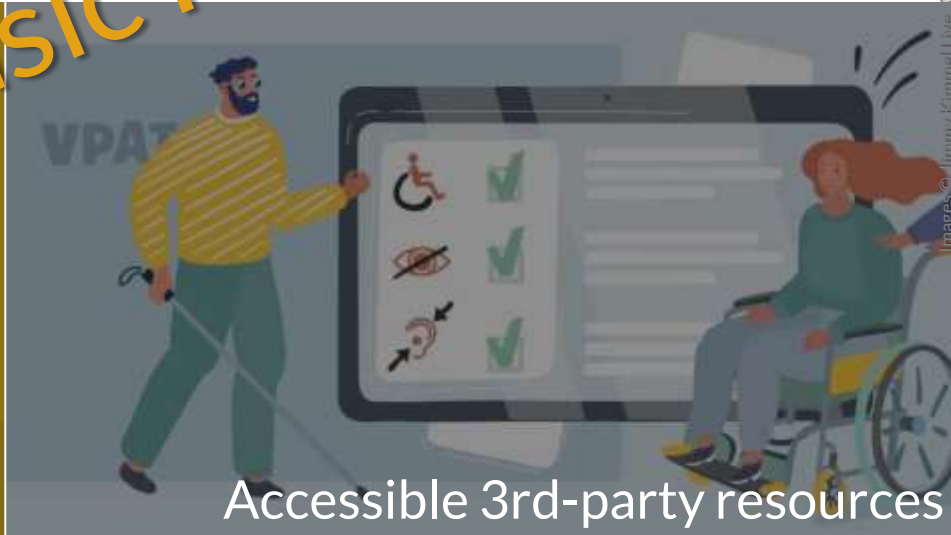
2: Define institutional UDL & milestones.

# The Basic Four

Video captions & transcripts



Accessible 3rd-party resources



A man in a dark suit, light blue shirt, and striped tie is shown from the chest up. He is holding a large stack of US dollar bills in his right hand, fanned out, and a silver alarm clock in his left hand. The background is a solid blue color.

3: Get campus leaders to direct

**funding, time, & people**

toward core UDL implementations.





4: Move from “you must” to

**we will support you.**



5: Create UDL practices  
**system wide:**  
fac-dev, staff-dev, IT, media

Take-Aways?

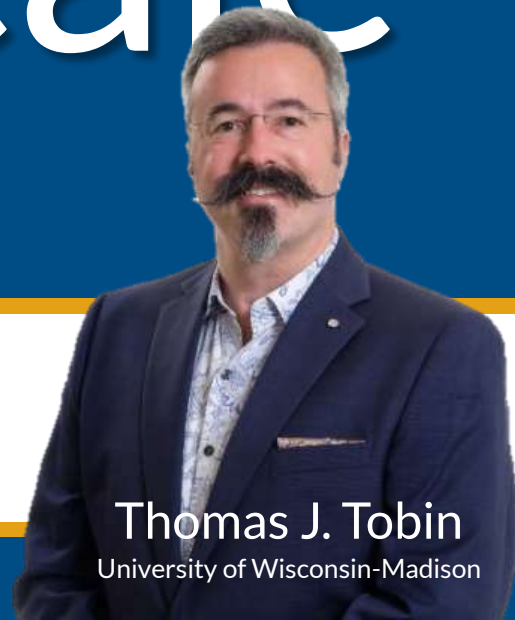


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